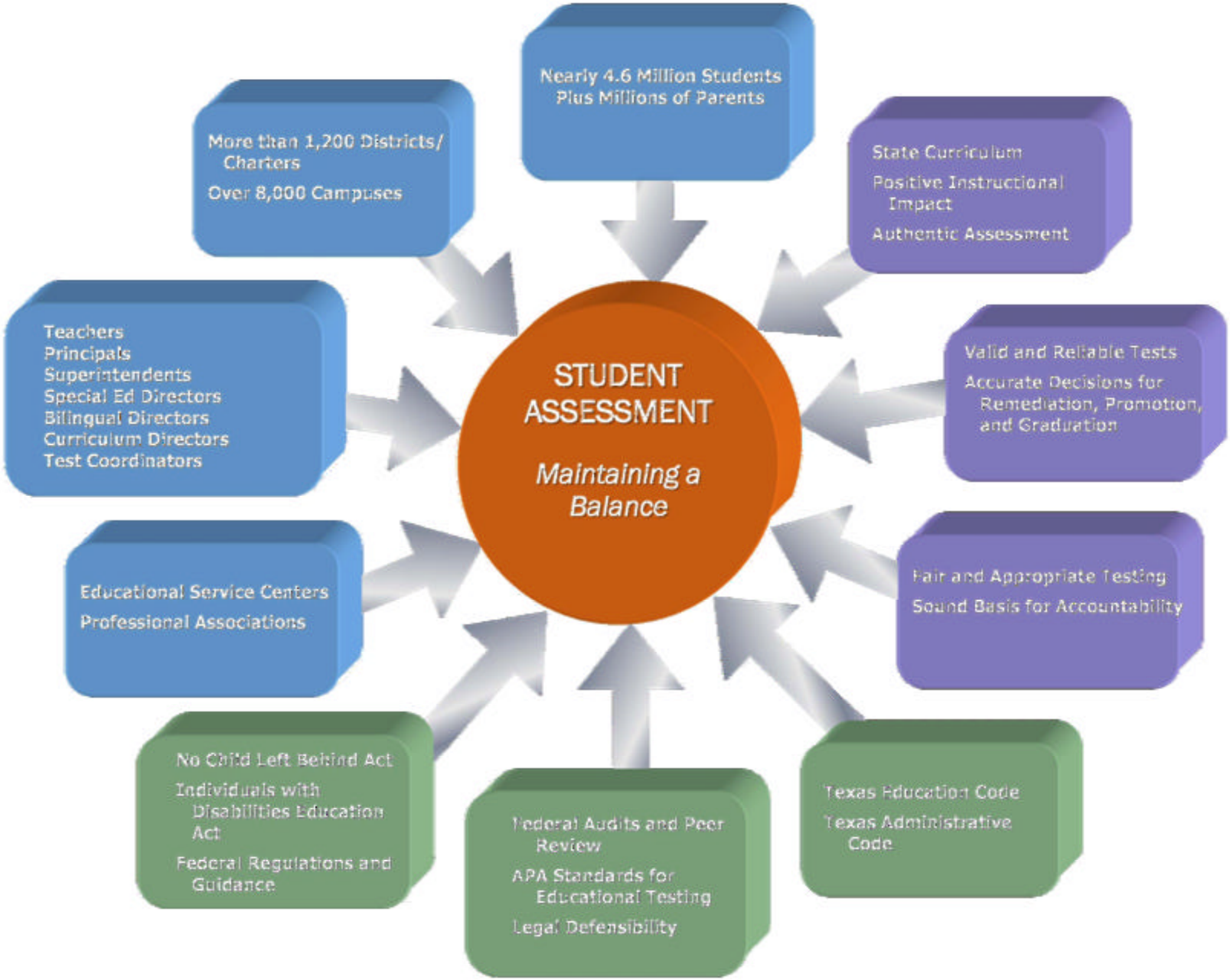
Texas Student Assessment Program

Select Committee on
Public School Accountability
February 18, 2008


Nearly 4.6 Million Students
Plus Millions of Parents
More than 1,200 Districts/
Charters
Over 8,000 Campuses
State Curriculum
Positive Instructional
Impact
Authentic Assessment
Teachers
Principals
Superintendents
Special Ed Directors
Bilingual Directors
Curriculum Directors
Test Coordinators
STUDENT
ASSESSMENT
Maintaining a
Balance
Valid and Reliable Tests
Accurate Decisions for
Remediation, Promotion,
and Graduation
Educational Service Centers
Professional Associations
Fair and Appropriate Testing
Sound Basis for Accountability
No Child Left Behind Act
Individuals with
Disabilities Education
Act
Federal Regulations and
Guidance
Federal Audits and Peer
Review
APA Standards for
Educational Testing
Legal Defensibility
Texas Education Code
Texas Administrative
Code

Texas Assessment of Knowledge and Skills (TAKS)

Public school students in grades 3 through 11 take **TAKS** tests every spring. The chart below shows which subject-area tests are given each year.

ENGLISH TAKS

Subjects/Grades	3	4	5	6	7	8	9	10	11
Reading	◆	◆	◆	◆	◆	◆	◆		
Mathematics	◆	◆	◆	◆	◆	◆	◆	◆	◆
Writing		◆			◆				
Science			◆			◆		◆	◆
Social Studies						◆		◆	◆
English Language Arts								◆	◆

SPANISH TAKS

Subjects/Grades	3	4	5	6	7	8	9	10	11
Reading	◆	◆	◆	◆					
Mathematics	◆	◆	◆	◆					
Writing		◆							
Science			◆						

State and Federally Required Assessments by Grade and Subject for the 2007–2008 School Year

Grade	English TAKS[a]/TAKS (Accommodated)[b]					Spanish TAKS[a]/TAKS (Accommodated)[b]				LAT[c]			TAKS-M[d]/TAKS-Alt[e]					TELPAS[f]				End-of-Course[g]
K																		Reading	Writing	Listening	Speaking	
1																		Reading	Writing	Listening	Speaking	
2																		Reading	Writing	Listening	Speaking	
3	Math	Reading				Math	Reading			Reading	Math		Math	Reading				Reading	Writing	Listening	Speaking	
4	Math	Reading	Writing			Math	Reading	Writing		Reading	Math		Math	Reading	Writing			Reading	Writing	Listening	Speaking	
5	Math	Reading		Science		Math	Reading		Science	Reading	Math	Science	Math	Reading		Science		Reading	Writing	Listening	Speaking	
6	Math	Reading				Math	Reading			Reading	Math		Math	Reading				Reading	Writing	Listening	Speaking	
7	Math	Reading	Writing							Reading	Math		Math	Reading	Writing			Reading	Writing	Listening	Speaking	
8	Math	Reading		Science	Social Studies					Reading	Math	Science	Math	Reading		Science	Social Studies	Reading	Writing	Listening	Speaking	
9	Math	Reading											Math	Reading				Reading	Writing	Listening	Speaking	Algebra I
10[h]	Math	ELA[i]		Science	Social Studies					ELA	Math	Science	Math	ELA		Science	Social Studies	Reading	Writing	Listening	Speaking	Geometry
11[h]	Math	ELA		Science	Social Studies								Math	ELA		Science	Social Studies	Reading	Writing	Listening	Speaking	Biology
12																		Reading	Writing	Listening	Speaking	

[a] Texas Assessment of Knowledge and Skills

[b] TAKS includes an accommodated form called TAKS (Accommodated) for students served by special education who meet the eligibility requirements for specific accommodations.

[c] Exit Level assessments

[d] English Language Arts includes reading, which is required by the federal No Child Left Behind Act and by the state, and writing, which is required only by the state.

[e] The No Child Left Behind Act requires the assessment of reading and mathematics in at least one high school grade.

[f] Linguistically Accommodated Testing is required by No Child Left Behind for recent immigrant students who are LEP-exempt under state law. LAT administrations are available for TAKS, TAKS (Accommodated), and TAKS-M.

[g] TAKS-Modified is an alternate assessment based on modified academic achievement standards. TAKS-M is required by the No Child Left Behind Act for grades that are subject to Adequate Yearly Progress (AYP) requirements and by the federal Individuals with Disabilities Act (IDEA) for grades that are not subject to AYP requirements.

[h] TAKS-Alternate is an alternate assessment based on alternate achievement standards. TAKS-Alt is required by the federal No Child Left Behind Act.

[i] The Texas English Language Proficiency Assessment System

[j] End-of-course assessments are available for Algebra I, geometry, and biology, but these exams are not associated with particular grade levels and are voluntary for districts.

State Required Only

Federally Required Only

State and Federally Required

Principles of the Texas Assessment Program

- Focus on student
- Support for the individual student combined with instructional improvement
- Data-driven
- Coherent, valid, and reliable
- Open to public input and scrutiny
- Educationally defensible
- State/local shared responsibilities

Curriculum/Assessment Link

Two critical questions:

- What should students know and be able to do?
- What evidence do we accept that this learning has been accomplished?

History of Testing in Texas

Texas Assessment of Basic Skills (TABS) 1980-1985

- Assessed basic skills competencies in mathematics, reading, and writing
- Administered to students in grades 3, 5, and 9 in the spring
- Test results for each campus and district released to the public
- No diploma denial for failing TABS at grade 9
- Remedial support for failing students not mandated
- No state-mandated curriculum on which to base assessment

History of Testing in Texas

Texas Educational Assessment of Minimum Skills (TEAMS) 1986–1990

- Assessed minimum basic skills in mathematics, reading, and writing; tests administered in the spring
- More skills assessed, increasing the rigor of the state testing program
- Expanded testing to grades 1, 3, 5, 7, 9, and 11 (exit level)
- Satisfactory performance on the exit level tests required to receive a high school diploma
- Remedial support and retests for students failing one or more exit level tests became mandatory
- Based on the Essential Elements, the state-mandated curriculum adopted in 1984

History of Testing in Texas

Texas Assessment of Academic Skills (TAAS)
1990–2002

- Assessed academic skills in mathematics and reading in every grade assessed; and writing, science, and social studies at certain elementary/middle school checkpoints
- Added Spanish tests at grades 3-6 in 1996 and 1997
- Emphasized problem-solving skills
- Required students to write a minimally successful composition

Texas Assessment of Academic Skills (TAAS) 1990–2002 continued

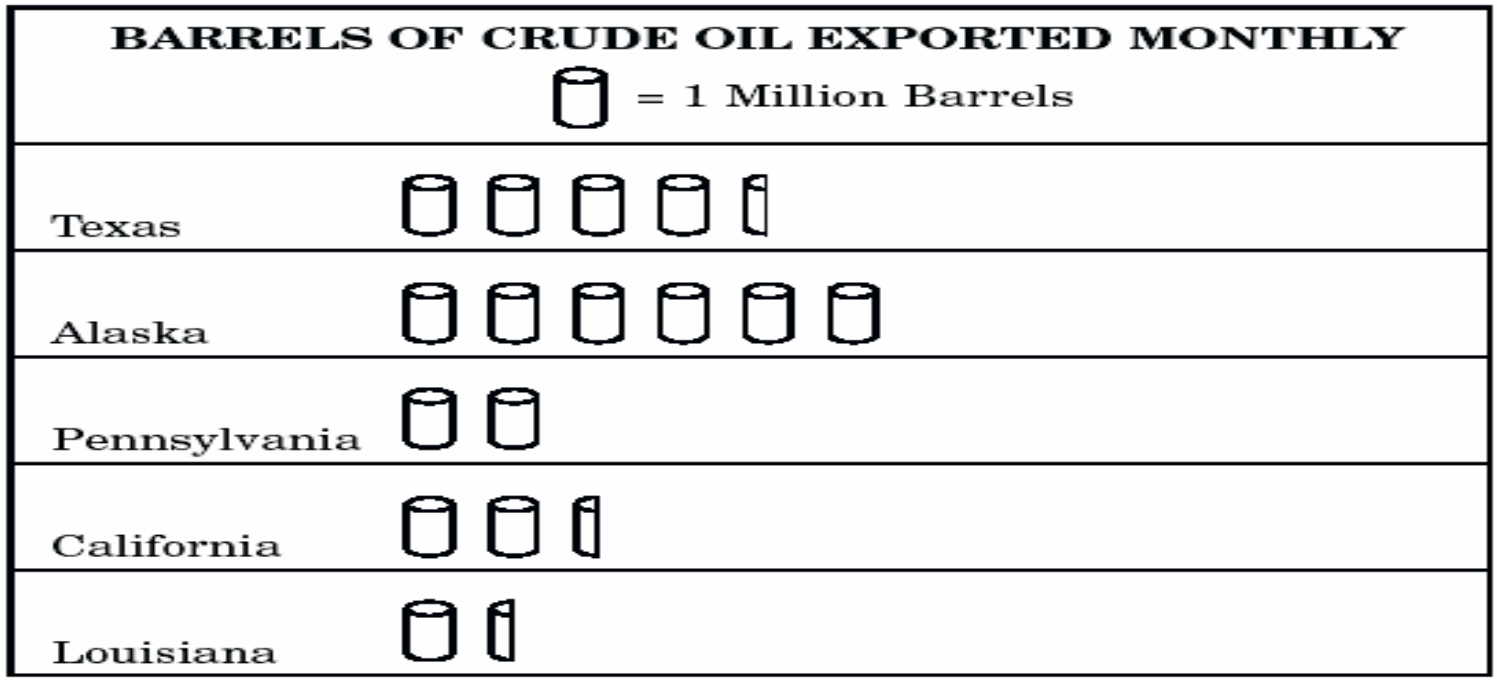
- In 1994 changed testing from grades 3, 5, 7, 9, and 11 to grades 3–8 and 10 (exit level), shifting the graduation requirement from grade 11 to grade 10
- Initially administered in the fall, but in 1994 testing was moved to the spring and TAAS became a central component of a statewide integrated school accountability system
- Initial development based on the Essential Elements, but transitioned to items based on the Texas Essential Knowledge and Skills in 2000
- End-of-course assessments in Algebra I, biology, English II, and U.S. history available as optional method for meeting graduation requirements

History of Testing in Texas

Texas Assessment of Knowledge and Skills (TAKS) 2003–Present

- Assesses mathematics, reading, writing, English language arts, science, and social studies across grades
- Assesses a wide range of knowledge and skills, from foundational to complex, that are most critical to students' academic learning and progress
- Added Student Success Initiative promotion requirements at grades 3, 5, and 8 in reading and/or mathematics
- Added science and social studies to the exit level testing requirement and shifted exit level from grade 10 to grade 11

Exit Level TABS Item (1982)



Which state exports the least amount of barrels of crude oil monthly?

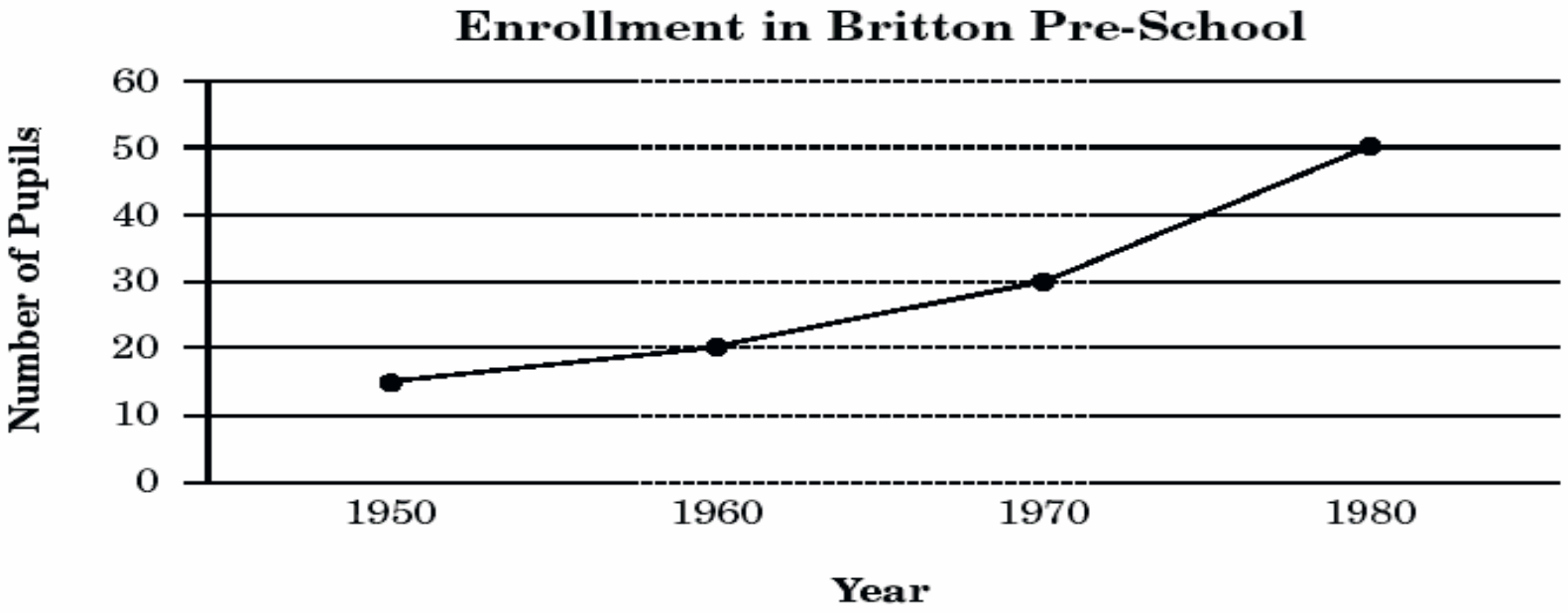
A Louisiana

B Texas

C Alaska

D Pennsylvania

Exit Level TEAMS Item (1986)



In 1970, tuition at Britton Pre-School was $300 per pupil. According to this graph, how much money was collected in 1970?

A $9000

B $900

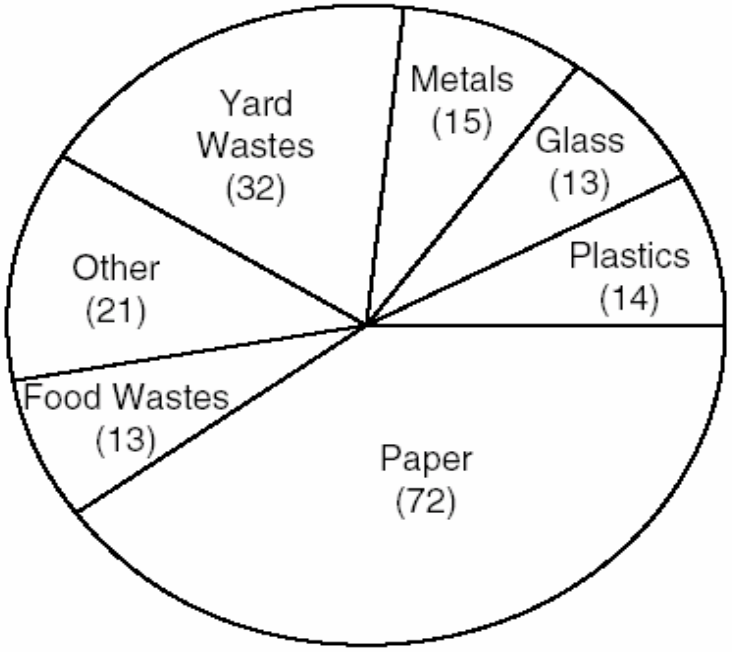
C $600

D $6000

Exit Level TAAS Item (1999)

The graph shows the types and amounts of solid waste produced in the United States in 1988.

Municipal Solid Waste — 1988
(millions of tons)



Total Weight = 180 million tons

What percent of the total solid waste was paper?

A 25%

B $33\frac{1}{3}\%$

C 40%

D $66\frac{2}{3}\%$

E 72%

Exit Level TAKS Item (2002)

The student council sponsor is planning to make a circle graph showing the number of votes for each of the candidates for student council president. The table below indicates the name and the vote count for each candidate.

Number of Votes per Candidate

Bridget	240
Hakeem	420
Maria	180
Viera	300
Tony	60

What central angle should the sponsor use for the section representing the votes for the student who finished in third place?

A 54°

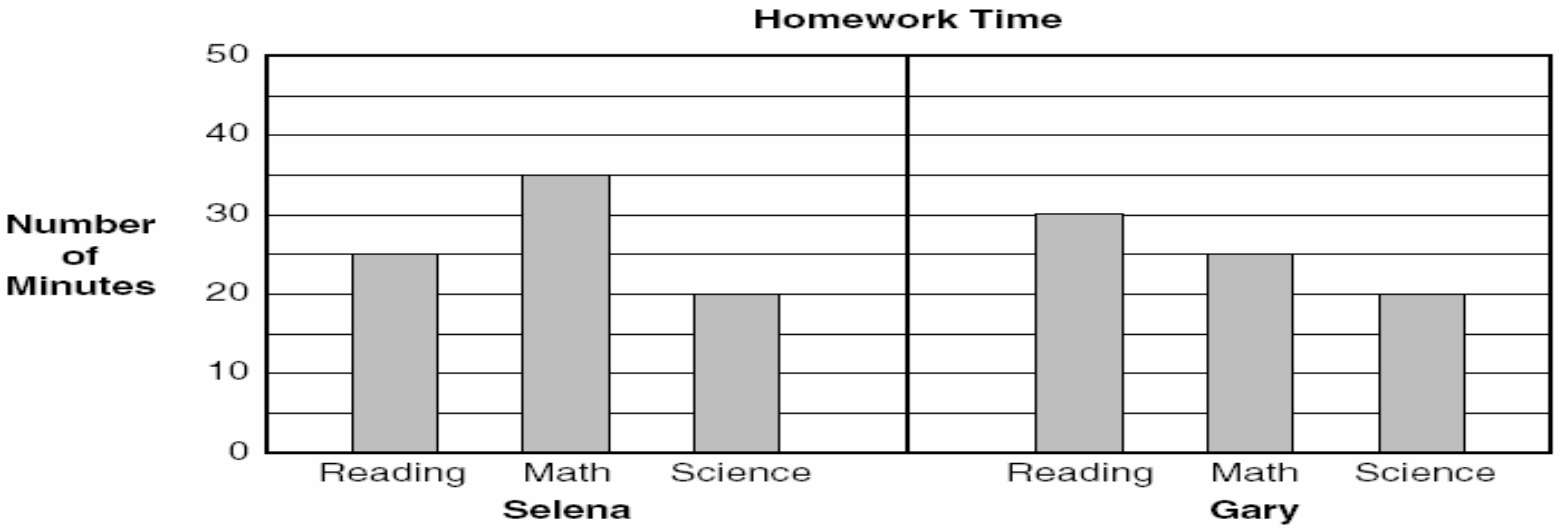
B 72°

C 90°

D 126°

Grade 3 TAKS Item (2002)

The bar graph shows the time Selena and Gary spent on their homework last week.



How many more minutes did Selena spend on math homework than Gary spent?

Record your answer in the boxes below. Then fill in the bubbles. Be sure to use the correct place value.

⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

Measuring Annual Improvement

Student Growth: Federal Level

- Secretary Spelling's November 2005 announcement of pilot program for growth-based accountability models
- Evolving requirements
- Two basic categories of growth models
  1. Transparent models (AK, AR, AZ, DE, FL, IA, NC)
  2. Complex models (OH, TN)

Student Growth: State Level

- House Bill 1, Senate Bill 1031, and NCLB
- Timing issues related to TAKS vertical scale (HB 1 vs SB 1031
- Former and current Texas growth models did not meet all state and NCLB requirements (Texas Learning Index, Texas Growth Index)
- State growth pilot study
  - Comparison of two methods designed to meet state and federal requirements
    - Transparent and replicable method – Reaching the Standard model
    - More statistically complex method – Sander's models

Two Methods

Issue	Reaching the Standard Model	Sander's Models
Transparency	High	Low
Reliability of Estimates	Medium	High
Rapid Reporting	High	Low
Data Informing Instruction	High	Medium
Potential to Link to College Readiness	High	High
Likelihood of USDE Approval for AYP Calculations	Medium/High	Medium/High
Application for use with TAKS and EOC Assessments	High	High

Pilot Study Goals

- Calculate student growth with 2004-2007 data
- Compare methods on
  - Practical features
  - Technical features
  - Impact
  - Accountability considerations
  - Reporting options

Timeline

Activity	Time
Complete pilot analyses	May 2008
Publish report	Summer 2008
Determine growth model (advisory groups, technical advisory committee, public comment)	Fall 2008
Apply to USDE for growth model inclusion in 2009 AYP calculations	Fall 2008
Report student growth • RTS model • Sanders' models	 Spring 2009 Summer 2009
Plan use in state accountability system and federal AYP	Summer 2009